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Module 5A

Grade Two Thematic

Water—Our Most Important Liquid



Home Instructor's Guide: Days 1–9
and
Assignment Booklet 5A



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Grade Two Thematic
Module 5A: Water—Our Most Important Liquid
Home Instructor's Guide: Days 1–9 and Assignment Booklet 5A
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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Module 5A: Water—Our Most Important Liquid

Day 1 to Day 9

The focus of this module is the science topic exploring liquids. The student will learn about the nature of liquids and the interactions of liquids with other materials. In this module the student will learn that water is our most important liquid, that it is used in many ways, and that water is essential to life.

The book, *All Join In*, focuses on how people can come together to benefit each other as individuals and as members of a community. The first selection, “All Join In,” describes musical instruments making sounds. This ties in with the Music Program. Students will review the family of musical instruments and the sounds they make.

If the student is not already taking music lessons and playing a musical instrument, encourage him or her to begin now. Instruments that are relatively easy to learn are the recorder and ukulele. These instruments and instructions may be purchased in a music store.

The health and life skills objectives in this module deal with relationship choices to develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to maintain healthy interactions.

Reading Resources

As in the other modules, basic reading resources for this module are provided. In addition, it is recommended that you and the student visit the library to borrow the suggested books in the following list to augment the student’s learning.

The following books are suggested resources for the days listed. If possible, obtain one or more books from each category. Any of the “Books to Be Read Aloud” can be shared with the student during Story Time.

Day 1 to Day 3

Books to Be Read Aloud

Bearsie Bear and the Surprise Sleepover Party by Bernard Waber

Meet the Marching Smithereens by Ann Hayes

Oonga Boonga by Frieda Wishinsky

Books to Be Read Alone or with a Partner

Mama’s Bed by Jo Ellen Bogart

Musical Instruments from A to Z by Bobbie Kalman

Take Me Out to the Ballgame by Maryann Kovalski

Wilson Sat Alone by Debra Hess

Day 4 to Day 7

Books to Be Read Aloud

Brenda and Edward by Maryann Kovalski
Jennifer Jones Won't Leave Me Alone by Frieda Wishinsky
Lizzie's Invitation by Holly Keller

Books to Be Read Alone or with a Partner

Frog and Toad Together by Arnold Lobel
I Love to Play Hockey by Dale Klassen
No Fighting, No Biting! by Else Holmelund Minarik
Rose and Dorothy by Roslyn Schwartz

Day 9

Books to Be Read Aloud

Cock-a-Doodle-Do! by Janet Stevens & Susan Stevens Crummel
It Takes a Village by Jane Cowen-Fletcher
The Little Painter of Sabana Grande by Patricia Maloney Markun
Picasso and the Girl with a Pony Tail by Laurence Anholt

Books to Be Read Alone or with a Partner

Color Dance by Ann Jonas
Draw! by Kim Solga
My Crayons Talk by Patricia Hubbard
What a Wonderful World by Bob Thiele

Books/Stories/Poems

Sticks and Stones by Pierrette Dube
Grandmas at Bat by Emily Arnold McCully
A Year on My Street by Mary Quattlebaum
Lionel in the Winter by Stephen Krensky
Oma and Bobo by Amy Schwartz
An Invitation to the Butterfly Ball by Jane Yolen

Websites

The following websites feature a variety of books at the student's reading and interest level:

- <http://www.bookadventure.org>
- <http://www.scholastic.ca>

Science Resources

The following are additional resources for teaching about water.

Books

Liquid Explorations by Leigh Agler
The Science Book of Water by Neil Ardley
The Art and Science Connection: Hands-On Activities for Primary Students by Kimberley Tolley
Windows on Beginning Science: Water and Ice by Joan Westley
Water Play: Science Starters by Wendy Madgwick
The Drop in My Drink: The Story of Water on Our Planet by Meredith Hooper
The Amazing Water Book by Deborah Seed

Video

Water Series: Ecology, You and the Environment. ACCESS Network

Other Resources

Protecting Our Planet: Good Apple Centre Activity Book by Ava Deutch Drutman

Health and Life Skills Resources

Videos

Veggie Tales Series. Grapes of Wrath. Omega Films Limited.
 These videos deal with friendship, trust, honesty, tolerance of others, and responsible decision making.

Music Resources

Day 1

If the student took Grade One Thematic, he or she may have the video *The Orchestra* read by Peter Ustinov, the audiocassette *Orchestranimals* by Vlasta van Kampen, and the book *The Orchestra* by Mark Rubin. Otherwise, borrow one or all of these resources from your local library. If these are not available, borrow similar material that has information about the orchestra and instrument families.

Day 4

As an optional activity, the student would benefit from listening to folk music, as it ties in with the story "Harmonies."

Field Studies

Some suggestions for a field trip are as follows:

- To emphasize the role water plays and to recognize the need for water for survival, visit an aquarium, local wetlands, or a local natural habitat, such as a preserve.
- Go on a nature walk in the neighbourhood. Look at a pond and observe animals and insects that live in and around it.
- Visit a water-treatment plant to see how water is cleaned and treated and to see how treated and untreated water looks.
- Take the student to a concert or a musical production.
- Take the student to a music store or an instrument store to see what the different instruments look like close-up.

Guest speakers may include the following:

- Invite a musician, or someone who plays an instrument well, to show and talk about his or her instrument.
- Personnel from a water-treatment plant could talk about the treatment of water.
- Personnel from Ducks Unlimited, Parks Canada, or other government agencies could talk about the importance of preserving water.

When a speaker finishes a talk or presentation, have the student ask relevant questions to clarify understanding and have information explained. Prepare the student for this beforehand.

Suggested Activities

At any time during class time or after the day's lessons, you may want to reinforce some of the learning. The following are suggested activities the student might enjoy:

- Sort and read the high-frequency words and spelling words on the coloured index cards:
 - alphabetically
 - by length (from short to long or long to short)
 - by the same sounds (in any part of the word)
 - by easy words
 - by tricky words
- Read and clap out the syllables in high-frequency words and spelling words.
- Use modelling clay to construct a word. The student can roll out and shape the letters of a word, place them on cardboard, and feel the shape of the letters while saying them aloud.

- Make a set of cards from the words in each selection to play Bingo.
- Watch a television program or listen to a recording of a children's story told through music.
- With the student, gather items to give to a charitable organization or to a person or family in need.
- Begin a story (either in writing or orally) to which each family member adds until it is complete.
- Have the student act out any of the stories in the book *All Join In* using puppets. These can be cut out from paper plates, decorated with yarn, and coloured. Tape the backs to a ruler and have the student act out the story from behind a table or large box.
- Make the chalk in the selection "Chalk Talk." The student can use the chalk on a blackboard or sidewalk to write or make pictures. The chalk made from the recipe in the selection works only on cement or a blackboard. It will not work on paper.

Resources Supplied with Module 5

- *JEUX D'ENFANTS/Children's games* CD
- *Music and Movement in the Classroom* CD #1 and CD #2
- *Ideas That Sing!* Volume 1 CD

Collections Writing Dictionary

Collections book: All Join In

Level B: Modern Curriculum Press Phonics

The following material from the Appendix should be removed and ready to use prior to the lessons:

- Calendar Page
- Calendar Picture

The Appendix materials from previous modules to be used as references are as follows:

- "Before Reading" chart
- "After Reading" chart
- "Reading Strategies" chart
- "Writing Tips" chart
- "Sources of Information" chart
- "Learning to Spell a Word" chart
- "The Writing Process" chart

Materials You Need for Module 5

In addition to the resources that come with the course, the student will require the following materials.

The materials required should be readily available. Ensure any materials needed for the day's lessons are collected and organized beforehand.

- paper of various types and sizes
 - lined and unlined
 - legal size unlined paper
 - Bristol board
 - construction paper
 - poster paper
 - sheets of coloured paper
 - mural paper
- index cards (coloured and white)
- books, magazines, other reading material
- old magazines, calendars, store flyers, and catalogues (to use for projects)
- duotang for the student's journal
- calendar materials: three metal rings, a pocket chart that can be purchased or made of poster paper, a current calendar
- HB pencils and eraser
- crayons (wax and pencil), watercolour set, and a paintbrush
- pastel crayons and charcoal
- red, yellow, and blue powdered paint
- blackboard chalk (white or yellow and coloured)
- masking tape
- yarn scraps
- any type of modelling clay
- plaster of Paris
- food colouring (three primary colours—red, yellow, and blue)
- letters of the alphabet
- tape recorder, blank audiocassette, and a microphone for recording (Some recorders have built-in microphones.), or a computer with recording capability
- CD player
- folk music tape or CD (optional)

- several different containers (baby food jars, an empty shampoo bottle, a plastic pop bottle, a pitcher, or margarine tubs)
- clear containers (glasses, jars, or plastic drinking cups)
- five glass bottles (preferably the same size and shape)
- three small bowls
- drinking straws
- five eyedroppers
- spray bottle, sieve
- plastic bag
- funnel
- clear measuring cup (metric) and measuring spoon (metric)
- empty tissue box
- student's favourite juice
- cooking oil
- coloured vinegar, golden or dark corn syrup, coloured liquid detergent (not the same colour as vinegar and corn syrup), ketchup
- petroleum jelly
- sugar, ground coffee, instant coffee, flour, cocoa powder
- craft sticks, stir sticks
- wax paper, paper towels, toilet paper, plastic wrap, newspaper, aluminum foil
- cloth towel
- cotton balls
- pennies (two)
- four long elastic bands
- 3 cm x 14 cm heavy cardboard strip or paper towel roll
- items to use for percussion instruments: pots, chopsticks, pencils
- bedsheet

Daily Summary

Day 1

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Language Arts

- ☐ *Collections: All Join In*

Journal Time

- ☐ journal

Music and Movement

- ☐ the book *The Orchestra* by Mark Rubin (optional)
- ☐ the video *The Orchestra* read by Peter Ustinov (optional)
- ☐ audiocassette *Orchestranimals* by Vlasta Van Kampen (optional)
- ☐ *Music and Movement in the Classroom* CD #1
- ☐ *JEUX D'ENFANTS* CD

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 181 and 182

Science

- ☐ several different containers (baby food jars, margarine tub, empty shampoo bottle, plastic pop bottle, pitcher)
- ☐ drinking straw
- ☐ eyedropper
- ☐ spray bottle
- ☐ plastic bag
- ☐ funnel
- ☐ four different-sized plastic bottles
- ☐ Thematic Assignment Booklet 5A
 - Day 1: Assignment 1

continued . . .

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 1: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

If you are continuing with a calendar from the previous module, begin your usual calendar routine. When you finish the calendar you are working on, use the following procedure to start a new month.

If you are starting a new month, introduce it by helping your student remove the Calendar Page and Calendar Picture Page from the Appendix of the Student Module Booklet. Help the student fill in the name of the month and the numbers for the days of the month on the Calendar Page. Have the student draw a picture for the month on the Calendar Picture page. The drawing can be a scene that reflects the month's weather or season or a special event that occurs during the month (a family birthday, a family gathering, or a holiday).

Calendar Time activities help the student develop a sense of order and time. Learning the days of the week and the months of the year will provide many chances for the student to work with numbers and the concept of time.

Highlighting special family events on the calendar can make the learning process more meaningful.

Together with the student, listen to or watch the daily weather forecast on radio or television. Review the meaning of the term *forecast* as meaning a prediction.

Ask the student to monitor the weather throughout the day to see if it matches the forecast.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 1 in the math program.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the poem “All Join In.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the poem “All Join In” in the Reading Response section of his or her journal. This journal was set up in Module 1A with loose-leaf sheets in a duotang. The journal has two sections—a Personal Writing section and a Reading Response section. At the completion of each Student Module Booklet, entries from both of the sections are selected from the journal to submit to the teacher along with the Assignment Booklet.

Music and Movement (Time recommended: 20 minutes)

The student reviews the instrument families.

Play some suitable music for stretching. Examples are “Nocturne,” the instrumental from the *Music and Movement in the Classroom* CD #1, or Georges Bizet’s “Lullaby (The Doll)” from the *JEUX D’ENFANTS* CD.

Do stretching activities a few times today and on Day 2 as a break. Perform these stretches with the student. Hold each stretch for 15 to 20 seconds. Emphasize that stretches should never hurt and to do the stretch just until you feel it. These are the stretching exercises from Module 4. Adjust the movements to meet your student’s physical capabilities.

- Reach for the sky with arms outstretched.
- Stand on your toes and reach for the sky.
- Clasp your hands behind your back and lift your arms up until you feel the stretch.
- Put your arms over your head and hold the elbow of one arm with the hand of the other arm. Gently pull the elbow behind your head. Repeat with the other arm.
- Sit in a comfortable position and very slowly roll your neck to one side. Keep your back straight. Repeat in the other direction.
- Lie on your back and put your legs up on a wall. Keep the lower back flat. You should be about ten centimetres away from the wall. Stay like this for at least one minute.
- Raise your eyebrows and open your eyes as wide as possible. At the same time, open your mouth as wide as possible and stick out your tongue. Hold this for five to ten seconds. This stretch takes the tension from the face and will make you smile.

Enrichment (optional)

On a sheet of paper, the student can make a drawing showing himself or herself playing a favourite instrument as part of the group in the final illustration of the poem “All Join In.”

Encourage the student to use Quentin Blake’s style.

Print the module number and day (M5D1) on the drawing for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

If the student subscribes to periodicals, such as *OWL*, *ChickaDEE*, *WILD*, or *Your Big Backyard*, he or she can read them now. If not, have the student select a story from a library book he or she has borrowed. Other reading material may include comic books or a book from the resources listed. Your student might enjoy reading selections from a suitable software program you might have or any Internet sites that have children's stories or books. Many authors, such as Robert Munsch, have websites with their work posted.

It is important that both of you read silently for 10 to 15 minutes. Each of you chooses separate reading material. There can be no talking once the reading begins, even to help the student with a word.

Encourage the student to use reading strategies if he or she runs into a difficult word.

Remember, you are modelling silent reading. Become involved with your reading material.

As this is silent reading, try to prevent interruptions.

Ensure the reading material the student has will be all that he or she needs during reading time.

When you have finished reading, take a few minutes to discuss what you both have read. Talk about the impressions and feelings you both had while reading. As a reading model, be excited about silent reading time. Be enthusiastic about discussing what you have read.

Phonics (Time recommended: 30 minutes)

First read page 179 aloud to the student or have the student read it.

Follow the directions for pages 181 and 182 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

The student learns to recognize and describe the characteristics of water.

Provide the student with water, several different containers (baby food jars, a margarine tub, an empty shampoo bottle, plastic pop bottle, a pitcher), a straw, an eyedropper, a spray bottle, a plastic bag, and a funnel. If possible, have two different-shaped bottles that hold the same amount of liquid. Allow the student to explore and use his or her senses to learn about the properties of water.

Equal amounts of water may look different when they're in containers of different shapes and sizes. Water does not have a shape. It takes the shape of the container it's in. Show the proper way of smelling a liquid: place the container away from yourself and wave the fumes towards your nose. Tell the student never to place the container directly under his or her nose and inhale. In addition, tell the student never to taste anything unless told to do so. These are important rules and procedures when conducting experiments.

Have the student examine the surface of calm water in a wide container, such as a margarine tub. Point out the bug in the picture (a pond skater) making dimples in the water where its feet press down on the surface layer. Explain that this happens because water has a thin, stretchy skin on the surface—called *surface tension*. (Tiny parts called molecules, which make up water, are attracted to each other. The water molecules on the top layer are more attracted to the water molecules below them than to the air molecules above them, so they are pulled down slightly.) Surface tension also makes water droplets form and keeps a jet of water together. Have the student use the eyedropper to test this by releasing drops onto the water. Surface tension causes the water drops to skate over the surface for a second or two. The student will do further experiments with surface tension in Day 3.



Discuss what the student found out about the properties of water. For example, it is a liquid that flows and can be poured (unlike solids), it is colourless, it has no shape (takes the shape of the container it's in), it has no smell (if it's pure water), it forms round drops that are attracted to each other, and it has surface tension (a thin, stretchy skin), which is a result of the water molecules being attracted to each other or sticking together.

Assignment Booklet: The student graphs the results of the water experiment.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 1.

Story Time (Time recommended: 10 minutes)

Select a book from the Suggested Resources to read aloud to the student. Or, you may read a book of the student's choosing. A book with chapters is recommended so you can read one chapter a day. If the chapters are too long, read a few pages.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 2

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 183 and 184

Science

- ☐ four containers (margarine tubs or baby food jars)
- ☐ cooking oil (with a distinct colour)
- ☐ vinegar (coloured)
- ☐ golden or dark corn syrup
- ☐ liquid detergent (a different colour)
- ☐ craft sticks or stir sticks
- ☐ funnel
- ☐ Thematic Assignment Booklet 5A
 - Day 2: Assignment 2

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 2: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 2 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student responds to the selection “Goose Calls.”

Words That Describe

An example of how to fill in the chart for “Goose Calls.”

Main Idea: Joining the noisy goose calls		
Verse	Sights	Sounds
First	<ul style="list-style-type: none"> • pond • reedy trail 	<ul style="list-style-type: none"> • noisy goose calls • Honk Honk Honk
Second	<ul style="list-style-type: none"> • dark sky • sun doesn’t shine 	<ul style="list-style-type: none"> • noisy goose calls • Honk Honk Honk
Third	<ul style="list-style-type: none"> • beginning to rain • marching along 	<ul style="list-style-type: none"> • noisy goose calls • Honk Honk Honk

Print the module number and day (M5D2) on the chart for “The Tiny Patient” for submission to the teacher on Day 9. Make sure the student’s name is on it.

I'm a Poet

The following is an example of verses to add to the poem. The last verse stays the same as the one in the original poem "All Join In."

When Jack plays the tuba
you can hear him from a boat

And when Vera plays the piano
you can hear each tinkling note

Misha plays the flute so well
he is sure to win

But the very best of all is when
we ALL JOIN IN

Print the module number and day (M5D2) on the illustrated poem for submission to the teacher on Day 9. Make sure the student's name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

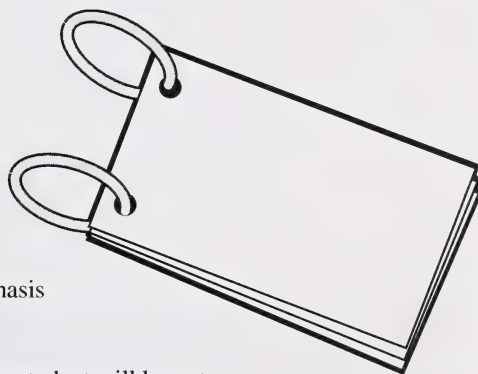
At the end of Module 4, the words from the Word Wall were removed and placed in two-ringed booklets as follows:

- one containing coloured flash cards of high-frequency words or words used often
- the other containing theme words or personal-interest words and words from stories on white flash cards

On occasion, review the cards in the ringed booklets, with an emphasis on the high-frequency words that are on coloured cards.

Today you will start a new collection of words for this module. The student will learn to recognize these words at a glance, without pausing to sound them out.

Today's high-frequency words are **study** and **second**. Print each on a coloured card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If not, help the student learn to read the word by doing the following activities:



1. Print a short sentence in which the new word has been replaced by a blank line. Have the student print the new word on the blank and then read the sentence aloud.
2. Print the word on a piece of paper and focus the student's attention on individual letters. Ask the following questions:
 - What is the beginning sound?
 - What is the name of the letter that makes the sound?
 - What is the ending sound?
 - What is the consonant blend in *study*?
3. Ask the student to look for smaller words or familiar parts in the new word, such as *on* in *second*.
4. Have the student spell the word aloud while printing it on paper.
5. Make a list of words that rhyme with the new word, such as **study** and **buddy**, or contain the same word ending or beginning, such as **study** and **steady**.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 183 and 184 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence on page 184 aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

The student explores the properties of liquids other than water.

Set out the liquids listed from the Materials You Need Today list: the cooking oil (with a distinct colour to distinguish it from water), a coloured vinegar, liquid detergent (a different colour than the oil), and corn syrup (Use dark or golden corn syrup.) Provide four containers for the student to pour each liquid into. The craft sticks or stir sticks are for the student to push through the liquid. Supply the student with moist wipes or clean-up material. As the student works with each liquid, have him or her record observations in the chart. The row on the chart for water may show responses such as the following. Responses may include words such as *sticky*, *greasy*, *thick*, and *stings* (vinegar) to describe the other liquids.

Name of Liquid	Does it smell?	What colour is it?	What does it feel like?	How does it pour?	Can I see through it?
water	no	clear	wet, thin, clean	quickly	yes

Assignment Booklet: The student explains why certain items are liquids.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 2.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member and or friend.

Day 3

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Ideas That Sing!* Volume 1 CD
- ☐ items to use for percussion instruments: pots, books, chopsticks, pencils

Language Arts

- ☐ *Collections: All Join In*
- ☐ Thematic Assignment Booklet 5A
- ☐ Day 3: Spelling Pre-Test

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 185 and 186

continued . . .

Science

- ☐ wax paper
- ☐ eyedropper
- ☐ drinking straw
- ☐ butter knife
- ☐ cooking oil, liquid detergent, and golden or dark corn syrup
- ☐ two pennies
- ☐ paintbrush

Looking Back

- ☐ Thematic Assignment Booklet 5A
– Day 3: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 3 in the math program.

Music and Movement (Time recommended: 30–45 minutes)

Following is a brief description of the listed percussion instruments:

- **Cymbals:** This instrument consists of two thin plates of brass that are clashed together, or one that can be hit with a stick.
- **Gong:** This instrument is a large metal disk that comes from Asia and can be hit with a stick in single strokes.
- **Tambourine:** This instrument is a small drum with metal disks on the side. It is struck with the hand or against the knee or head.
- **Xylophone:** This instrument is made of strips of wood that are tuned to a note. It is struck with a stick.
- **Bass Drum:** This instrument is Turkish inspired. It is a large drum that sits on its side and is struck with two sticks, one on each side.
- **Triangle:** This instrument is a metal rod in the shape of a triangle. It is struck with a metal stick.
- **Timpani:** This instrument, sometimes called kettle drums, is the most important percussion instrument in an orchestra. There are three or four of them with skin stretched over the top of copper bowls. The musician stands behind them and strikes them with sticks.

- **Snare Drum:** This drum came to the orchestra from the army. It is on a stand and is struck with sticks.
- **Castanets:** This instrument consists of two hollowed-out pieces of wood that are struck together.
- **Maracas:** These instruments come from South America and are shaken. They look and sound like baby rattles.
- **Bongo Drums:** These drums look like miniature timpani, but they are struck with the hands.
- **Chinese Wood Block:** This instrument is a partly hollow block of wood that is hit with a stick.
- **Claves:** This instrument consists of two wooden sticks that are clicked together.
- **Tubular Bells:** These metal bells are hung from a frame. The tops of the tubes are hit with a mallet.

As a break, play “Boat Goes Down the River” from the *Ideas That Sing!* Volume 1 CD while the student plays a percussion instrument a few times today and on Day 4. In addition, do the stretching activities from Day 1 a few times today and on Day 4.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the poem “All Join In.”

Discuss the instruments the student is familiar with and have him or her choose one to research in order to prepare a riddle.

Use the riddle about a piano as an example. Cover the answer to the riddle about the piano. Have the student read the riddle aloud and try to answer it.

Review the “Sources of Information” chart with the student. The student may need to research using one or more of the ways suggested. The student may use the website suggested in the “All Kinds of Instruments” activity in Day 1.

Give the student an index card to write the riddle on one side. Encourage the student to include three or four clues in the riddle. On the back, have the student print the answer and draw the instrument, as in the example.

If time allows, have the student research one or more instruments and write riddles about them.

Print the module number and day (M5D3) on the index card with the picture and riddle of the instrument for submission to the teacher on Day 9. Make sure the student’s name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Spelling (Time recommended: 30 minutes)

Today you will pre-test the student on the six spelling words for this module. The term *pre-test* means that you will test the student's ability to spell specific words without giving the student the opportunity to study or even glance at the words before the test.

Study is only required on the words that the student is unable to spell. Further spelling activities will be done on Day 6 with the words the student needs to study.

Assignment Booklet: Give the student the spelling pre-test. Do not let the student see the words beforehand. Test the student on these six words.

soon	story
since	white
ever	paper

When giving the pre-test, use the following steps:

- Say the word.
- Say the word in a sentence, but not as the beginning word.
- Repeat the word.

After the pre-test, have the student print each word on a coloured index card (a different colour from the high-frequency word index cards) and tape it on the Word Wall under the appropriate letter.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 185 and 186 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

Today's activities (experimenting with drops of water) address the surface tension of calm water.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 3.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 4

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ folk music tape or CD (optional)

Silent Reading

- ☐ books, magazines, or other favourite reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 187, 188, 189, and 190

Science

- ☐ five eyedroppers if possible
- ☐ cookie sheet
- ☐ cooking oil, vinegar, ketchup, liquid detergent
- ☐ four clear containers (jars, glasses, or plastic drinking cups)
- ☐ stir sticks
- ☐ Thematic Assignment Booklet 5A
 - Day 4: Assignment 3

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 4: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 4 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Harmonies.”

Print the module number and day (M5D4) on the explanation for submission to the teacher on Day 9. Make sure the student’s name is on it.

Enrichment (optional)

The student may do one or more of the following:

- Write about one of his or her grandparents.
- Plan to perform during Sharing Time. The student can play an instrument, sing, dance, or put on a play.
- Listen to folk music on a tape or CD. The student may dance to the music if he or she wishes.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 5–15 minutes)

Today’s high-frequency words are **hard** and **near**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a different word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 187 and 188 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Have the student make the fold-out book on pages 189 and 190 in the phonics book by following the directions. Have the student read the story aloud afterward.

Science (Time recommended: 60 minutes)

The student discovers that liquids flow at different rates and compares the mixing abilities of water with other liquids.

Assignment Booklet: The student answers questions about mixing liquids.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 4.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 5

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *Music and Movement in the Classroom* CD, *Ideas That Sing!* Volume 1 CD, and *JEUX D'ENFANTS* CD
- ☐ four or five glass bottles, preferably the same size and shape
- ☐ bedsheet

Language Arts

- ☐ *Collections: All Join In*

Journal Time

- ☐ journal

continued . . .

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 191 and 192

Science

- ☐ six clear containers (glasses, jars, or plastic drinking cups)
- ☐ six stir sticks
- ☐ sugar, salt, ground coffee, instant coffee, flour, cocoa powder
- ☐ Thematic Assignment Booklet 5A
 - Day 5: Assignment 4

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 5: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 5 in the math program.

Music and Movement (Time recommended: 20–30 minutes)

As a break, consider playing the student's favourite songs and pieces of music from the *Music and Movement in the Classroom, Ideas That Sing!* Volume 1, and *JEUX D'ENFANTS* CDs while the student accompanies them on the bottles of water a few times today and on Day 6. In addition, as a break, the student may do stretching exercises similar to those done on Day 1.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Matthew and Tilly.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the story “Matthew and Tilly” in the Reading Response section of his or her journal.

This Is What Happened

An example of how to fill in the chart is as follows.

Events	Feelings
1. They played together.	happy
2. They rescued a kitten.	brave
3. Matthew broke a crayon.	sad
4. Tilly yelled at Matthew.	mad
5. Matthew stomped upstairs.	mad
6. Tilly played alone.	lonely
7. Matthew played alone.	lonely
8. Tilly smiled at Matthew.	sorry
9. Matthew said he was sorry.	sorry
10. They were together again.	happy

My Friend and I

The student is given an example of resolving a conflict by reaching a compromise. Discuss other examples of using this strategy to resolve a conflict. Another example might be when a friend comes over to play and they each want to play a different game. To solve the problem, they would agree to play each game for awhile. Then have the student write about one such situation. Remind the student to use the words from the ringed booklets and the *Collections Writing Dictionary*. Have him or her follow the steps of the Writing Process, and encourage the student to use descriptive words (adjectives) and words ending in *ly* (adverbs). During the revising step, conference with the student. Ask the student how he or she tried using more descriptive words. Conference again with the student during the editing step. When the student has written the good copy, use the following checklist to evaluate the work:

- ☐ wrote a title at the top
- ☐ left a margin
- ☐ started printing by the margin and on each line
- ☐ printed the letters on the line and not above
- ☐ left enough space between the words
- ☐ printed so others can read what was written

Print the module number and day (M5D5) on the story and drawing for submission to the teacher on Day 9. Make sure the student's name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 191 and 192 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Make sure he or she reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

The student compares the mixing abilities of water with solids and is introduced to the term *dissolve*. Provide the student with six clear glasses, jars, or plastic drinking cups; six stir sticks; a pitcher of water; and the solids: sugar, salt, ground coffee, instant coffee (Instant coffee will dissolve, but ground coffee will not.), flour, and cocoa powder. Have the student fill each container half full with water. Then add some of the solid (about one tablespoon) to be tested. Make sure the student uses a different stir stick for each mixing. Assist the student as needed. Encourage the student to predict how he or she thinks the solids will react with the water.

Assignment Booklet: The student answers questions about mixing liquids and solids.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 5.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 6

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*
- ☐ tape recorder and audiocassette or computer with recording capability

Silent Reading

- ☐ books, magazines, or other reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 193 and 194

Science

- ☐ cooking oil, golden or dark corn syrup
- ☐ jars, glasses, or plastic drinking cups
- ☐ Thematic Assignment Booklet 5A
 - Day 6: Assignment 5

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 6: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 6 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Matthew and Tilly.”

The following is an example of how to record Matthew and Tilly’s problem and how they handled it.

The problem is a broken crayon.

- Tilly accused Matthew.
- They argued.
- They called each other names.
- They each went off on their own.
- They apologized to each other.

Examples of other ways to handle conflict situations include the following:

- Tell an adult.
- Push or hit.
- Take a time-out.
- Get mad and yell.
- Cry and run home.
- Tell the person how you feel and ask them to stop.
- Ask someone else to help solve the problem.

The student is asked to role-play a situation with your assistance. Discuss what each character might say and do. How would they show their feelings and thoughts? Remind the student that in role-playing, he or she has to pretend to be another person, and think, talk, and act like that person. Practise role-playing each character with the student using one or more of the solutions discussed. Discuss which solution would be a proper solution.

Recording Voices

Assist the student with selecting one appropriate response and one inappropriate response to the problem regarding the sand castle. Have the student practise both in different voices. Assist the student with the recording. Review the recording procedure with the student. Encourage the student to speak in a clear voice, with appropriate volume, at an understandable pace, and with expression. It should be clear on the recording what kind of voice (grumpy, happy, and so on) is being used. After the recording session, play back the recording and let the student decide whether to redo it. Be sure the student states his or her name and Module 5, Day 6, at the beginning of the recording. Label the recording the same way.

Have the student play the recording to friends and family during sharing time.

Include this recording in the package to the teacher on Day 9.

You may use the audiocassette or CD used previously if there is enough room left, starting where the student left off. In that case, cue it (Set it at the beginning of today's recording.) before you submit it.

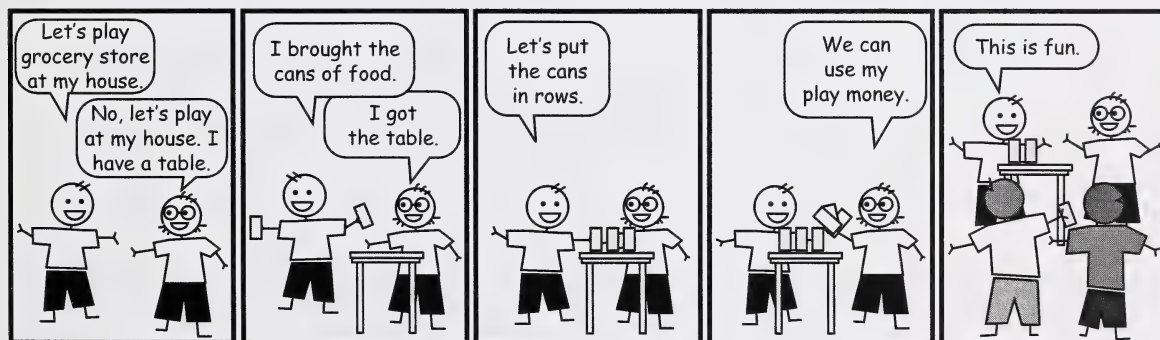
Friendship

Print the module number and day (M5D6) on the acrostic for submission to the teacher on Day 9. Make sure the student's name is on it.

Enrichment (optional)

Have the student choose a recent agreeable or disagreeable resolution to a conflict situation with a friend and put it in a series of cartoon frames using speech balloons. Some examples of situations are a disagreement over the rules of a board game, where to play grocery store, helping out a neighbour or other adult, both wanting to use the same toy, and so on.

An example of playing grocery store follows.



The student may send this to the teacher on Day 9. Print the module number and day (M5D6) on the cartoon for submission to the teacher on Day 9. Make sure the student's name is on it.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

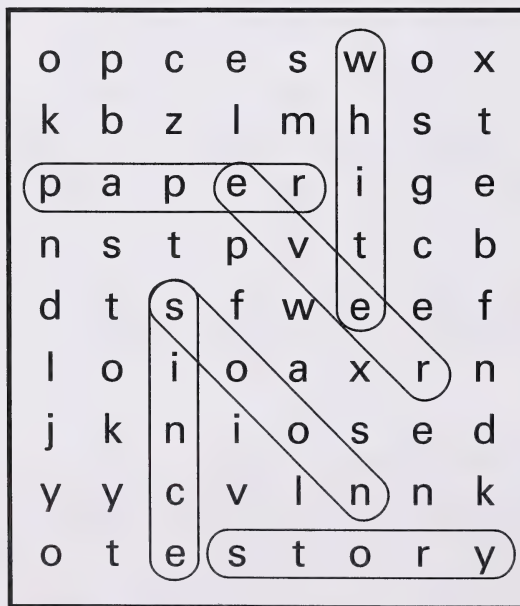
Today's high-frequency words are **sentence** and **better**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word to study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Spelling (Time recommended: 30 minutes)

The spelling words for this module are **paper**, **soon**, **ever**, **since**, **story**, and **white**. As a result of the pre-test on Day 3, you and your student will know which words need to be practised. Review these words, pointing out the following:

- Look for little words in bigger words, such as *in* or *sin* in *since* and *or* in *story*.
- Look for vowel digraphs, such as *oo* in *soon*.
- Use your finger as a pencil to print the word on your arm, desk, or table.
- Look for the "silent e" at the end of a word. The "silent e" usually makes the first vowel long, as in *white*.
- Saying the word slowly and correctly helps you spell the word.

If the student could correctly spell all six words given in the pre-test, have him or her practise the personally chosen words from the stories.

Word Search Solution

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 193 and 194 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Ensure the student reads each sentence aloud. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 30–45 minutes)

The student conducts experiments to see that some liquids are heavier than others.

Assignment Booklet: The student compares water with cooking oil using a Venn diagram.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 6.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 7

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *JEUX D'ENFANTS* CD
- ☐ empty tissue box
- ☐ four long elastic bands
- ☐ 3 cm × 14 cm heavy cardboard strip or paper-towel tube

continued . . .

Language Arts

- ☐ *Collections: All Join In*
- ☐ Thematic Assignment Booklet 5A
 - Day 7: Assignment 6

Silent Reading

- ☐ books, magazines, or other reading materials

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 195 and 196

Science

- | | |
|--|--|
| <input type="checkbox"/> eyedropper | <input type="checkbox"/> wax paper |
| <input type="checkbox"/> paper towels | <input type="checkbox"/> construction paper |
| <input type="checkbox"/> toilet paper | <input type="checkbox"/> cotton balls |
| <input type="checkbox"/> plastic wrap | <input type="checkbox"/> two glasses of equal size |
| <input type="checkbox"/> newspaper | <input type="checkbox"/> one elastic band |
| <input type="checkbox"/> writing paper | <input type="checkbox"/> measuring cup |
| <input type="checkbox"/> aluminum foil | |

Art

- ☐ three different colours of food colouring
- ☐ three small bowls

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 7: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 7 in the math program.

Music and Movement (Time recommended: 30 minutes)

The traditional string instruments of the orchestra are the violin, the viola, the cello, and the double bass.

Following is a brief description of the listed string instruments:

- **Violin:** This instrument is the smallest and highest pitched member of the string family. It has four strings of gut or wire. The box is usually made of pine and sycamore. It is held under the chin. It is played with a bow.

- **Viola:** This instrument is the same shape as the violin except a bit bigger, and the strings are a bit thicker and longer. It is tuned lower than a violin, so it has a warm, tenor sound.
- **Cello:** It is too big to play under the chin. It rests between the knees of the player, and it sits on a metal spike. It has longer, thicker strings than the viola and its sound is much lower.
- **Double Bass:** This instrument has the deepest sound of the string family. The player has to stand to play it, as it is almost two metres tall. It is often played in jazz and folk music.
- **Banjo:** It can have three or five strings that can be plucked or strummed.
- **Classical or Spanish Guitar:** This instrument has a body shaped like a figure 8. It has six strings.
- **Electric Guitar:** This instrument was invented to make the classical guitar louder. It has six strings.

There are many variations on string instruments. String instruments from other countries include the bandura from Ukraine, the balalaika from Russia, the Indian sitar, the Italian mandolin, the Greek bouzouki, and the Chinese san-xian.

Although the harp has strings, it is usually considered on its own and not part of the string family.

As a break, consider playing “Duo” while the student moves to it a few times today and on Day 8. In addition, do the stretching activities listed in Day 1.

Making a Guitar (Time recommended: 30 minutes)

Several times today and on Day 8, encourage the student to create tunes and play the guitar he or she made.

Language Arts (Time recommended: 30–45 minutes)

Sometimes writers use groups of words or sentence fragments that are not complete sentences. There are many reasons why they might choose to do this. It can be for dramatic effect or to make an important point—it sums up an idea in a few words. Or it could be used because the reader already knows information gathered in the rest of the story. Tell the student that authors usually write in full sentences and this technique should not be used often.

The student reads and responds to the selection “Matthew and Tilly.”

Spelling (Time recommended: 20–30 minutes)

Have the student write sentences with the words from the spelling pre-test: **paper, soon, ever, since, story, and white.**

If the student has personally chosen words, the same procedure applies.

Assignment Booklet: The student writes six sentences that contain the spelling words from the pre-test (or personally chosen words).

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 195 and 196 in the phonics book. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 30–45 minutes)

The student explores the absorbency of various materials. You will need to provide the student with these materials: paper towel, toilet paper, plastic wrap, newspaper, writing paper, aluminum foil, wax paper, construction paper, cotton balls, and an eyedropper.

Art

Provide the student with three small bowls of water. Have the student add enough drops of food colouring to each bowl to make three different strong colours. Use the primary colours—red, yellow, and blue. The student then folds a paper towel in half and in half again. He or she dips one corner of the paper towel into one bowl of coloured water and then opens the towel to see the effect. Next he or she refolds the towel and dips another corner into another bowl. The student dips each corner into coloured water. When finished, have the student open the towel and study the effect of the dips. Lead the student to observe what happens when the colours run into each other. Red and yellow will create orange, yellow and blue make green, and red and blue create purple or violet. Have the student make several paper towels this way, experimenting with different colours each time. This technique is similar to batik or tie-dye methods used to hand-dye cloth.

Note: When working with food colouring, it is recommended that all surfaces and clothing be well protected with newspaper and a paint shirt. Food colouring is a permanent dye and is very difficult to remove.

Have the student select one paper to submit to the teacher on Day 9. Print the module number and day (M5D7) on it. Make sure the student's name is on it.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 7.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 8

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and other materials

Math Time

- ☐ Grade Two Mathematics program

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*
- ☐ Thematic Assignment Booklet 5A
 - Day 8: Assignment 7

Silent Reading

- ☐ books, magazines, or other favourite reading material

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 197 and 198

Science

- | | |
|---|--|
| <input type="checkbox"/> sieve | <input type="checkbox"/> paper towel |
| <input type="checkbox"/> newspaper | <input type="checkbox"/> petroleum jelly |
| <input type="checkbox"/> cloth towel | <input type="checkbox"/> cooking oil |
| <input type="checkbox"/> plastic wrap | <input type="checkbox"/> eyedropper |
| <input type="checkbox"/> wax paper | |
| <input type="checkbox"/> Thematic Assignment Booklet 5A <ul style="list-style-type: none">– Day 8: Assignment 9 | |

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 8: Learning Log

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 8 in the math program.

Journal Time (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Matthew and Tilly.”

Enrichment (optional)

The student may choose to do one or both of the following activities:

- Write a story about a time the student and his or her best friend had a problem getting along. How did they solve the problem?
- Find and cut out magazine pictures to show different things friends can do together. Then paste the pictures on paper. Put a caption below each picture.

You may send this to the teacher on Day 9. If you do, print the module number and day (M5D8) on the story or magazine pictures. Make sure the student’s name is on it.

Lunch**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Words I Use Often (Time recommended: 15 minutes)

Today’s high-frequency words are **best** and **across**. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select another word for study. If not, help the student learn to read the word by doing the activities outlined in Day 2.

Phonics (Time recommended: 30 minutes)

Follow the directions for pages 197 and 198 in the phonics workbook. After you explain the phonics lesson on the two pages, have the student work independently. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of Day 9.

Science (Time recommended: 60 minutes)

The student learns about the suitability of different materials for containing liquids.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 8.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Day 9

Materials You Need Today

General Supplies

- ☐ box containing required materials

Calendar Time

- ☐ current month's calendar and materials

Math Time

- ☐ Grade Two Mathematics program

Music and Movement

- ☐ CD player
- ☐ *JEUX D'ENFANTS* CD

Journal Time

- ☐ journal

Language Arts

- ☐ *Collections: All Join In*

Silent Reading

- ☐ books, magazines, or other favourite reading material

continued . . .

Phonics

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 199, 200, 201, and 202

Science

- ☐ two paper cups
- ☐ the student's favourite juice
- ☐ two craft sticks

Art

- ☐ drinking straw
- ☐ semi-absorbent paper, such as construction paper
- ☐ food colouring or thin paint

Looking Back

- ☐ Thematic Assignment Booklet 5A
 - Day 9: Learning Log
 - Day 9: My Writing

Story Time

- ☐ mutually chosen reading material

Calendar Time (Time recommended: 10 minutes)

Follow the daily procedure.

Math Time (Time recommended: 45 minutes)

The student works on Module 5: Day 9 in the math program.

Music and Movement (Time recommended: 30–45 minutes)

The traditional woodwind instruments of the orchestra are the piccolo, the flute, the oboe, the clarinet, and the bassoon.

A brief description of the listed woodwind instruments follows:

- **Flute:** This instrument is held sideways and played by blowing across it.
- **Piccolo:** This instrument plays the highest notes and is half the size of a flute. It is also held sideways.
- **Clarinet:** This instrument has a lower sound than the flute and is played by blowing into it.
- **Oboe:** This instrument sounds like the clarinet, but has a sadder sound.

- **Bassoon:** This instrument has a very low sound and is the longest of the woodwinds. A player needs to wear a neck sling to support the weight of the bassoon.
- **Recorder:** This instrument is like the flute, but smaller, and is not held sideways.
- **Bagpipes:** Different versions of this instrument come from many countries.

As a break, consider playing “Impromptu,” “Dance of the Reed Pipes,” and “The Pied Piper” while the student moves to the music a few times today and on Day 10. In addition, do the stretching activities listed in Day 1.

Language Arts (Time recommended: 60–90 minutes)

The student reads and responds to the story “Chalk Talk.”

Journal Time (Time recommended: 10–15 minutes)

The student responds to the selection “Chalk Talk” in the Reading Response section.

Have the student write a paragraph about the unicorn. Encourage the student to use descriptive words (adjectives). Remind the student to use the words from the ringed booklets and the *Collections Writing Dictionary*. Have him or her follow the steps of the “Writing Process” chart. When the student is writing the good copy, ask the student if he or she

- ☐ left a margin on the left
- ☐ started printing by the margin and on each line
- ☐ printed the letters on the line and not above it
- ☐ left enough space between the words
- ☐ printed so others can read what was written

Print the module number and day (M5D9) on the description and drawing of the unicorn for submission to the teacher at the end of the day.

Lunch

Silent Reading (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

Phonics (Time recommended: 30–40 minutes)

Follow the directions for pages 199 and 200 in the phonics workbook. After you explain the phonics lesson on the two pages, have the student work independently. Make sure the student understands the directions on both pages. Check the work with the student as he or she finishes it.

These pages will be removed from the phonics book and submitted to the teacher at the end of the day.

Have the student make the fold-out book on pages 201 and 202 by following the directions. Have the student read the story aloud.

Science (Time recommended: 20–30 minutes)

The student does an experiment to demonstrate that liquid can change into a solid.

Art (Time recommended: 30–40 minutes)

Print the module number and day (M5D9) on the coloured design for submission to the teacher at the end of the day.

Looking Back (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 9.

Assignment Booklet: The student does a writing self-evaluation. Have the student choose one favourite piece of writing. Read the sentence starters to the student and discuss how he or she would finish the sentences. Write the student's words in the Assignment Booklet.

Story Time (Time recommended: 10 minutes)

Read the book selected for this time.

Sharing Time (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

Send Assignment Booklet 5A and other items for mailing to the teacher now. Use the **Items for Mailing** checklist at the end of Assignment Booklet 5A to ensure that you include all items for the teacher.

ASSIGNMENT BOOKLET 5A

Grade Two Thematic
Module 5A: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

MAILING

1. Postage Regulations

Do **not** enclose letters with Assignment Booklets.

Send all letters in a separate envelope.

2. Postage Rates

Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope. Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

FAXING

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

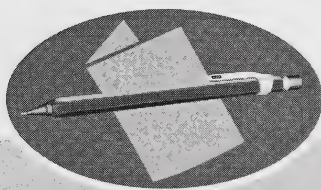
E-MAILING

Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Grade Two Thematic

Module 5A

Water—Our Most Important Liquid ASSIGNMENT BOOKLET 5A



**Learning
Technologies
Branch**

Alberta
LEARNING

Grade Two Thematic
Module 5: Water—Our Most Important Liquid
Assignment Booklet 5A
Learning Technologies Branch

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

Assignment 1

Fill in the graph to show the amount of water in each of the four bottles used in your experiment.

Amount of
water (in mL)

1000				
950				
900				
850				
800				
750				
700				
650				
600				
550				
500				
450				
400				
350				
300				
250				
200				
150				
100				
50				
	Bottle A	Bottle B	Bottle C	Bottle D

Learning Log

Home Instructor's Comments

What have you observed about the student's developing reading ability? Refer to today's reading activity. Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can explain why he or she likes or dislikes the poem |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify the main idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to relate personally to the text |

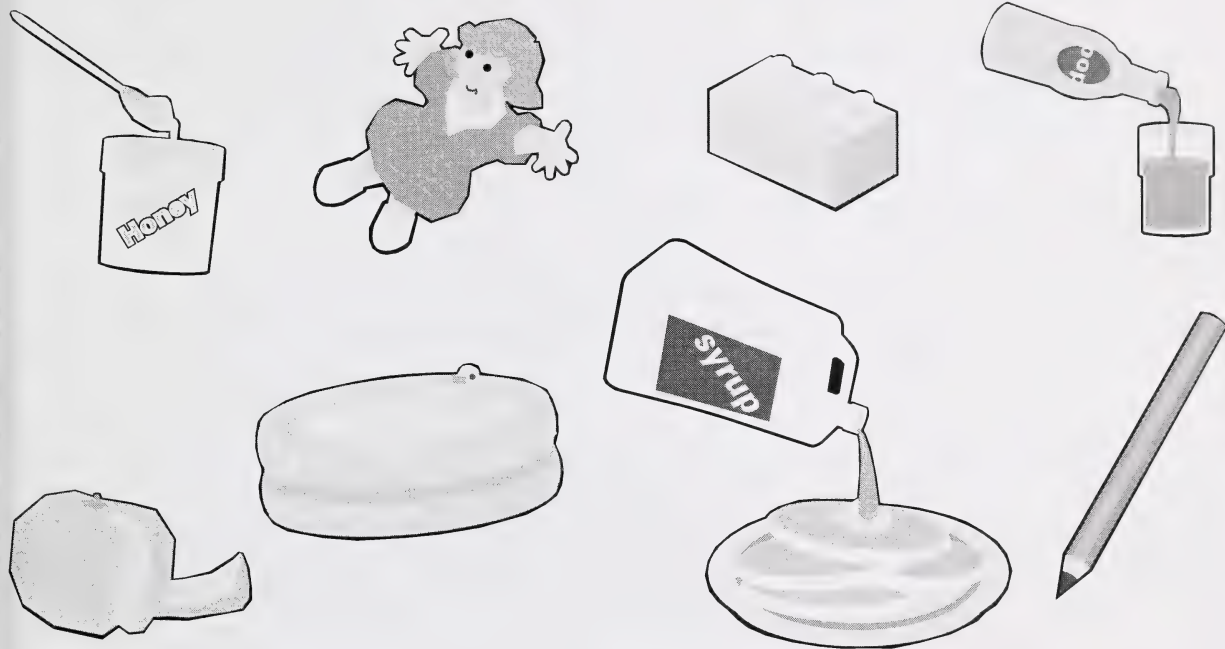
Use this space for questions or comments about the student's developing reading ability. You may also make general comments about the day's work.

Student's Comments

What would you like to tell your teacher about today's lesson?

Assignment 2

Circle the items that are liquids.



Give **two** reasons why the items you circled are liquids. Print your reasons on the lines.

1. _____

2. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's ability to identify descriptive words and create original text? Refer to today's Words That Describe and I'm a Poet activities. Check **yes** or **not yet**.

Words That Describe Activity

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can determine the main idea |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can identify descriptive words and phrases |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to apply this learning to the story "The Tiny Patient" |

I'm a Poet Activity

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • the verses have a similar rhyme pattern to the poem "All Join In" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • the verses follow the pattern (name of a person, the instrument, and a description of either) |

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about your poem?

Spelling Pre-Test

Listen carefully to the words your home instructor gives you. Neatly print the words on the following lines.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing independence? Check yes or not yet.

- | | | |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • completes phonics work independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • completes writing tasks independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident in reading activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is confident in writing activities |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is beginning to research items independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses charts, word files, and a dictionary when writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can solve minor problems independently, such as finding lost materials, gathering supplies, dealing constructively with interruptions |

Add any comments you have about the student's independence or the day's work.

Student's Comments

Tell your teacher how your research went today.

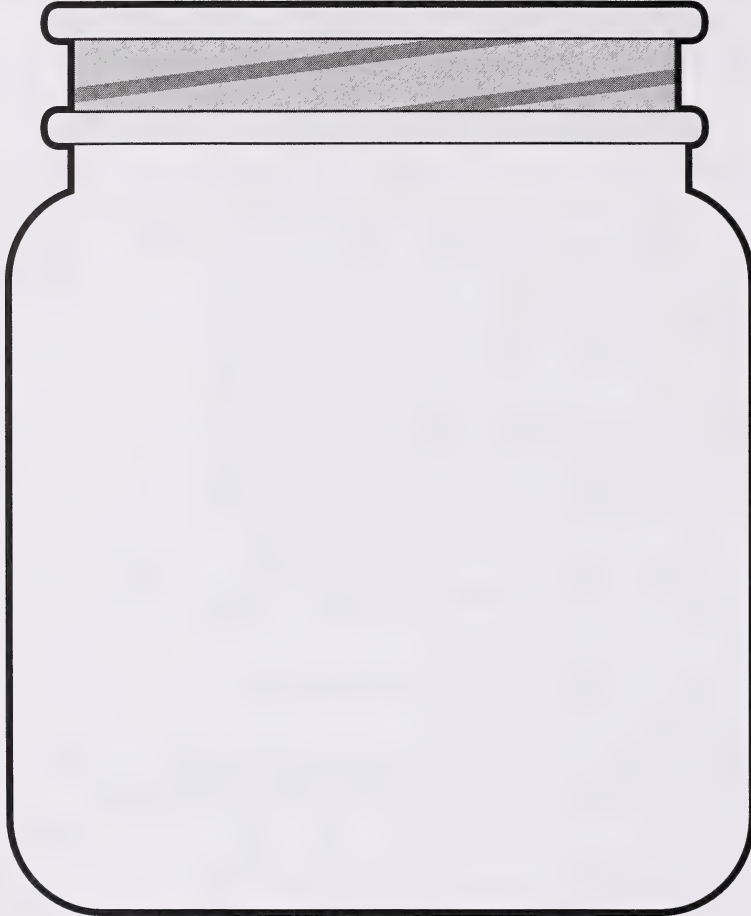
Assignment 3

You're helping with supper one evening by making the salad. You want to mix vinegar and vegetable oil together.

1. Predict what you think will happen when you mix those two liquids together.

2. Explain why you think that will happen.

3. Draw a picture of the vinegar and oil in the jar. Label the vinegar and the oil on your drawing.



Learning Log

Home Instructor's Comments

What have you observed about the student's developing skills in science? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • asks questions that lead to exploration and investigation |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • makes appropriate predictions |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses appropriate tools for manipulating and observing materials, such as using an eyedropper to transfer a liquid from one location to another |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is able to make and record relevant observations using written language, pictures, and charts |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • can draw conclusions based on observations (Thicker liquids take longer to travel, or some liquids do not mix well with water.) |

Add any comments you have about the student's development in science.

Student's Comments

Assignment 4

You're helping with the same supper as in Day 4. This time you want to make the gravy by mixing water and flour together.

1. Predict what you think will happen when you mix the flour and cold water together.

2. Explain why you think that will happen.

3. Draw a picture of the flour and water in the jar. Label the flour and water on your drawing.



Learning Log

Home Instructor's Comments

What have you observed about the student's developing ability to respond to a reading? Refer to today's reading of "Matthew and Tilly." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can retell the events in the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can suggest other ways of solving the problem in the story |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to connect the events in the story and feelings to personal experiences |

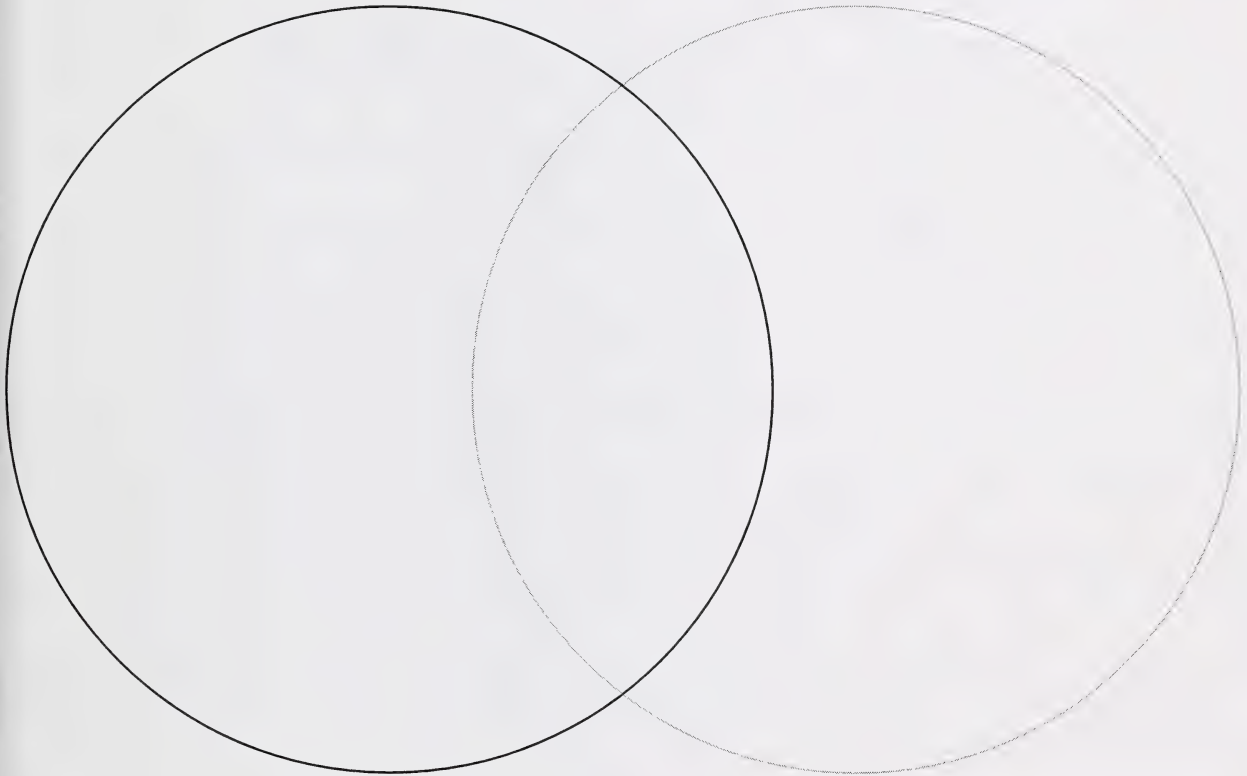
Add any comments you have about the day's work.

Student's Comments

What did you learn about mixing solids and water?

Assignment 5

Complete this Venn diagram that compares water and cooking oil. Tell how water and oil are **different** in each circle and the **same** in the centre, where the circles overlap.

water**cooking oil**

Learning Log

Home Instructor's Comments

What have you observed about the student's written work and printing? Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • is usually willing to do writing assignments |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • tries to write independently |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • forms all letters correctly |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints neatly using lines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • prints neatly without lines |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses a margin |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • leaves a space between words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • uses descriptive words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • printing is legible |

Add any comments you have about the student's development in written work.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 6

Write a sentence for each of these words.

- | | |
|----------|----------|
| 1. ever | 4. white |
| 2. soon | 5. paper |
| 3. since | 6. story |

Underline the spelling word in each sentence.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Learning Log

Home Instructor's Comments

What have you observed about the student's developing grammar skills? Refer to the activity Making Sense of Sentences from this morning. Check **yes** or **no**.

☐ yes

☐ not yet

• can recognize examples of sentence fragments used for effect

☐ yes

☐ not yet

• can write using this technique

Add any comments you have about the day's work.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 7

Write **three** qualities a friend should have.

A friend should be _____

Think about a friend you have. Fill in the first blank in each sentence with a quality your friend has. Then complete each sentence with a reason why you think your friend has this quality. See the example.

My friend is _____ *fun to be with* _____ because
 _____ *she always makes me laugh* _____.

My friend is _____ because

My friend is _____ because



Learning Log

Home Instructor's Comments

What have you observed about the student's development in speaking? Check yes or not yet.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys journal discussions before writing |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •correctly pronounces most sounds in words |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •enjoys recording oral presentations |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •reads with good expression |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •speaks with an increasing vocabulary |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •expresses thoughts and feelings easily |

Add any relevant information about the student's speaking skills. If the student has trouble pronouncing any sounds, comment on which sounds are problematic.

Student's Comments

What would you like to tell your teacher about your day?

Assignment 8

Read these sentence starters aloud and then complete them. Your home instructor may help you print the sentences.

My favourite piece of writing is _____

because _____

I wrote about _____

because _____

When you read my writing, I hope _____

I want to get better at _____

Learning Log

Home Instructor's Comments

What have you noticed about the student's developing reading skills? Refer to this morning's reading of "Chalk Talk." Check **yes** or **not yet**.

- | | | |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •can explain the name of the festival "Pastels on Pavement" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to paraphrase or restate what he or she has read |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is able to predict the results of using too much water when mixing the plaster of Paris |

Use this space for questions you may have or other comments about the student's developing reading skills.

Student's Comments

What would you like to tell your teacher?

Learning Log

1. What is the main purpose of this document?

2. How does this document help you learn?

3. What are the key points you have learned?

4. How do you feel about this document?

5. What advice do you have for others?

6. How can you use this document?

7. What are the benefits of this document?

8. How can you improve this document?

9. What are the challenges of this document?

10. How can you overcome these challenges?

11. What are the future plans for this document?

12. How can you contribute to this document?

13. What are the conclusions of this document?

14. How can you apply this document?

Grade Two Thematic—Assignment Booklet 5A
Module 5A: Water—Our Most Important Liquid
Items for Mailing

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

Days 1 – 9

- ☐ Thematic Assignment Booklet 5A

Ensure all assignments have been completed, including the Learning Logs.

- ☐ *Level B: Modern Curriculum Press Phonics*, pages 181–200
- ☐ two entries from the Personal Writing section of the journal chosen by the student
- ☐ two entries from the Reading Response section of the journal chosen by the student

Day 1

- ☐ illustration showing the student playing a musical instrument (optional)

Day 2

- ☐ descriptive word chart for “The Tiny Patient”
- ☐ additional illustrated verses to “All Join In”

Day 3

- ☐ riddle and picture of the musical instrument on the index card

Day 4

- ☐ explanation of how Elena changed in the story “Harmonies”
- ☐ text written about one of the student's grandparents (optional)

Day 5

- ☐ drawing and story about the student's problem with his or her friend

Day 6

- ☐ recording of the different voices
- ☐ acrostic from the word *friend*, *friendship*, or a friend's name
- ☐ cartoon showing an agreeable or disagreeable resolution to a conflict situation (optional)

Day 7

- ☐ water-dipped paper towel design

Day 8

- ☐ story about the student and his or her best friend's problem (optional)
- ☐ magazine pictures showing friends being together (optional)

Day 9

- ☐ description and drawing of a unicorn
- ☐ coloured design